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ABSTRACT

This article reports the findings of a study of faculty status in Texas public community and junior colleges. Eighty-three percent of the public community/junior colleges participated in the study, accounting for 85% of the full-time faculty in such institutions. Among the major findings were: (1) the median level of educational attainment of both full- and part-time faculty was a master's degree; (2) 33% of the full-time faculty had been previously employed in a secondary school while over half of the part-time faculty had been previously employed in business and industry; (3) full-time teaching loads averaged 23 contact hours (15 credit hours), but 91% of the colleges required faculty to be on campus additional hours, typically 14 out-of-class hours; (4) 26% of the faculty carried teaching overloads; (5) in terms of professional growth, nearly two-thirds of the Texas colleges required their faculty to participate in in-service programs, and while only 23% required participation in college credit courses for professional growth, 77% encouraged such participation; (6) nearly all institutions provided salary schedule increments and travel and per diem as incentives for faculty improvement; (7) the three most frequently reported methods of faculty evaluation were student evaluation (89%), self-evaluation (59%), and evaluation by supervisor (95%); and (8) since a previous study in 1973-74, the number of part-time faculty had increased from 56% to 97% of the number of full-time faculty. (JDS)

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* NEWSLETTER *

FACULTY STATUS IN THE PUBLIC COMMUNITY AND JUNIOR COLLEGES OF TEXAS

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The Center for Community College Education has recently completed its study of faculty status in Texas public community and junior colleges. This study, conducted at the request of the Texas Association of Community and Junior College Instructional Administrators, was similar to one conducted by the Center during the 1973-74 school year. Eighty-three percent of the population colleges participated in this year's study. These responding institutions account for approximately 85% of the full-time faculty in the public community and junior colleges of Texas. The findings of this year's study follow. Figures in parentheses in the tables are the corresponding results from the 1973-74 study where such figures are available.

Faculty Description

Several items on the questionnaire used in the study were aimed at determining certain descriptive information about the faculty members themselves. With regard to level of education, full-time and part-time faculties were categorized as follows:

Highest Educational Level Attained	% of Full-time Faculty	% of Part-time Faculty
No baccalaureate degree	9% (7%)	13% (11%)
Bachelor's degree	10% (13%)	29% (20%)
Master's degree	37% (40%)	42% (51%)
Master's plus 24 hours	20% (20%)	7% (7%)
Master's plus 48 hours	15% (11%)	4% (4%)
Doctorate	8% (8%)	5% (6%)

The breakdown of faculty according to their previous employment is summarized in the following table.

Employment Background	% of Full-time Faculty	% of Part-time Faculty
Teaching in a four-year college	9% (9%)	4% (5%)
Teaching in a secondary school	33% (34%)	30% (33%)
Graduate school student	21% (21%)	9% (9%)
Retired military service	3% (5%)	4% (6%)
Business and industry	24% (21%)	52% (44%)
Teaching in a community college	11% (11%)	2% (2%)

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The following breakdown of full-time faculty by age group was found.

Age	% of Full-time Faculty
25 and under	2% (3%)
26-30	13% (18%)
31-35	20% (22%)
36-40	21% (17%)
41-45	16% (15%)
46-50	12% (10%)
51-55	8% (8%)
56-60	5% (4%)
61 and over	3% (3%)

Faculty Loads

Teaching loads have remained largely unchanged since the 1973-74 study. This year 61% of the institutions reported using contact hours as a means for determining full teaching loads with an average of 23 contact hours being required. Ninety-three percent use credit hours as a basis with an average of 15 credit hours constituting a full teaching load. These two percentages total more than 100% because a number of institutions use both bases depending on the type of course. With regard to the percentage of faculty having more than 20 contact hours, the state average this year is 24%, double the 12% reported in the 1973-74 study. The average number of contact hours assigned occupational faculty according to this year's study is 23 while in 1973 it was 25.

A number of institutions consider factors other than contact or credit hours in determining teaching loads. Twenty-five percent consider class size, 23% consider instructional format, 23% consider number of preparations, and 16% consider the number of new preparations. Eleven percent of the institutions reported this year that they require faculty to take reduced loads and salaries while taking graduate courses.

A question which arises rather frequently in determining teaching loads is how lab hours are to be equated with lecture hours. This year, 52% of the responding institutions reported using a 2:1 ratio, 34% use a 3:2 ratio, and 14% use some other formula including a 1:1 ratio at several colleges. These figures represent a decline of 15 percentage points in the use of the 2:1 ratio, an increase of 4 percentage points in the use of the 3:2 ratio, and an increase of 11 percentage points in the use of other formulas over the past three years.

In addition to the required direct instructional loads, 91% of the colleges in this year's study reported requiring faculty to be on campus additional hours. On the average, 14 out-of-class, on-campus hours are required of faculty at these colleges. According to the 1973 study, most of the community and junior colleges at that time required 10 hours or less out-of-class and on-campus. Of those colleges requiring such hours this year, 45% reported that some of these hours are designated as "closed" or for "other activities" and therefore not open to students.

The average class sizes have remained relatively stable over the past three years. This year's study shows that English composition classes average 26 students; other communications classes, 25 students; social science classes, 33 students; humanities classes, 27 students; vocational classes, 19 students; technical classes, 20 students; science classes, 33 students; mathematics classes, 27 students; basic or developmental classes, 20 students; physical education classes, 26 students; music classes, 17 students; and drama classes, 16 students.

Eighty-two percent of the institutions in this year's study require their full-time faculty to be available for teaching in the evening. This is almost identical to the corresponding result three years ago. On the average, about 28% of the full-time faculty are assigned evening classes as part of their regular assignment while about 16% receive extra pay for teaching evening classes as overloads. Since some teachers have evening classes as both part of their regular assignment and as overloads, these two percentages total more than 100%. A new item on this year's questionnaire found that 64% of the colleges require faculty to be available for teaching courses off-campus.

The current study found that 98% of the responding institutions allow faculty members to carry overload assignments for extra pay. The average number of overload credit hours allowed by these colleges is 3.4. Compensation for the overload hours averaged out at $227 per semester hour, up about 32% over the rate reported in 1974. This year's study indicates that 26% of the community and junior college faculty members actually carry overloads.

Professional Growth

The following listing indicates the extent to which full-time faculty members are encouraged or required by their colleges to participate in various professional growth activities.

Professional Growth Activity	% of Colleges Requiring	% of Colleges Encouraging
College credit courses	23% (29%)	77% (71%)
In-service programs	64% (63%)	36% (37%)
Workshops	16% (9%)	84% (91%)
Attendance at professional meetings	9% (6%)	91% (94%)
Travel	2% (0%)	75%(100%)
Visitations to other colleges	0% (6%)	91% (94%)
Writing for publication	0% (0%)	45%(100%)
Curriculum development projects	20% (18%)	73% (82%)
Sabbatical leaves	0% (0%)	20%(100%)

The following table shows the percentage of institutions providing various kinds of incentives to faculty members to undertake their own improvement.

Incentive	% of Colleges Providing
Regular salary schedule increment	95% (91%)
Travel and per diem	98% (89%)
System of merit pay	16% (17%)
Arranging for substitute teacher	70% (66%)
Arranging for publicity of instructor's achievements	80% (77%)
Funding of special projects	52% (43%)
Staff development salary increment (credit for in-service activities)	34% -

When asked if they had a regularly scheduled program of in-service, 79% of this year's respondents answered yes as compared with 68% answering yes in the 1973-74 study. Of those responding yes this year, the following percentages indicated using the various kinds of in-service programs shown below.

Kind of In-service Program Used	% of Colleges Using
Conferences	57% (71%)
Consultant services	68% (79%)
Demonstration teaching	16% (29%)
Exchange teaching	5% (0%)
Intervisitations	34% (29%)
Extension or evening courses	39% (33%)
Faculty meetings	77% (79%)
On-going orientation program	50% (67%)
Preparation and evaluation of instructional materials	66% (75%)
Faculty reports on innovative projects they are conducting	57% (71%)

Regarding the evaluation of faculty, the following percentages of institutions reported using the methods listed.

Method of Evaluation	% of Colleges Using
Student evaluation	89%
Self-evaluation	59%
Peer-evaluation	18%
Evaluation by supervisor	95%
Annual evaluation conferences of instructor with supervisor	75%
Statement of conference results signed by instructor and supervisor	55%
Direct classroom observation	50%

Regarding annual evaluation conferences, 67% of the responding institutions indicated holding such meetings with all faculty members while the remaining 33% hold these conferences only with marginally-performing faculty members. Forty-seven percent of the colleges reported that their faculty formally evaluate their supervisors. These items regarding evaluation were not included in the 1973-74 study.

Tenure and Rank

Sixty-six percent of the colleges returning questionnaires this year reported having faculty tenure policies. Of those reporting tenure, 31% grant tenure after three years, 38% grant tenure after five years, 14% reported tenure is granted by the president only, 10% reported that tenure is granted by faculty committee with the president's approval, 52% indicated that tenure is granted by the president after departmental recommendation, and 21% grant tenure in the form of continuing contracts renewable every three years.

In this year's study, 28% of the responding institutions reported having a faculty rank system. Of the colleges using such systems, 25% report that rank is related exclusively to salary. Both the results regarding rank and those regarding tenure are almost identical to corresponding results of the 1973-74 study.

Compensation

The 1976-77 average nine months salary for full-time instructional personnel was found to be $13,906. This is an increase of 32% over the average salary of $10,519 being paid three years ago. With regard to faculty salary schedules, minimum and maximum nine months salaries, annual increments, and number of increments allowed were requested for five categories of educational level. The following table summarizes the responses.

	Bachelor's		Master's		Master's + 24		Master's + 48		Doctorate	
Nine Months Salary	Average Minimum	Average Maximum	Average Minimum	Average Maximum	Average Minimum	Average Maximum	Average Minimum	Average Maximum	Average Minimum	Average Maximum
	$9794. ($7703.)	$12798. ($9863.)	$10619 ($8381.)	$14060. ($10989.)	$11372. ($9045.)	$15136. ($12025.)	$11972. ($9687.)	$16227. ($12309.)	$12700. ($10329.)	$17460. ($13962.)
Average Increment	$273. ($222.)		$269. ($235.)		$272. ($231.)		$273. ($256.)		$293. ($242.)	
Av. No. of Increments	10 (9)		12 (12)		14 (13)		15 (15)		16 (19)	

All of the colleges participating in the study partially or wholly finance certain fringe benefits for faculty members. The following table indicates the percentage of institutions providing various fringe benefits for full-time or part-time faculty. Comparable figures for part-timers were not obtained in the 1973-74 study.

Fringe Benefit	% of Colleges Providing for Full-timers		% of Colleges Providing for Part-timers
Medical insurance	89%	(63%)	2%
Faculty travel (to professional meetings, workshops, etc.)	100%	(97%)	9%
Sick leave	98%	(97%)	7%
Secretarial assistance	86%	(89%)	20%
Dental insurance	2%	-	0%
Maternity leave	68%	(66%)	0%
Military leave	36%	(40%)	0%
Reserved faculty parking	70%	(63%)	22%
Social security	48%	(54%)	9%
Life insurance	75%	(63%)	0%
Sabbatical leave	25%	(23%)	0%
Bereavement leave	82%	(69%)	4%
Reduced or free tuition	46%	-	5%

Part-time Faculty

Some information regarding part-time faculty was presented on the first page of this report and in the preceding table. Additional findings concerning part-timers follow.

The current Faculty Status Study confirmed the findings of other reports that part-time faculty members are playing a greatly increased role in community and junior colleges. In the 1973-74 study, the number of part-time faculty was approximately 56% of the number of full-time faculty. In the current study, their number has increased to 97% of the number of full-time faculty. Of course, the use of part-timers varies greatly from institution to institution. Further, it should be noted that the preceding figures and comparisons are in terms of headcounts. In terms of actual teaching loads, part-timers currently account for little more than 26%.

The increased use of part-time faculty has been accompanied by some increased attention to their orientation. In the 1973-74 study, only 46% of the institutions reported having formal orientation for their part-time instructors. This year that percentage has increased to 60%. However, the average length of that orientation is only five hours. Topics which are included in these orientations by more than half of the colleges having them are attendance policy, grading policy, student body description, counseling and guidance program, content of courses to be taught, institutional philosophy, availability of media, and business office procedures and policies.

With regard to out-of-class activities required of part-time faculty, this year's study revealed that 48% of the institutions require their participation in departmental meetings, 36% require their attendance at general faculty meetings, 27% require them to keep office hours, and 9% require their participation on committees.

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